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| Project Overview page 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Name of Project:** | | | Change, Efficiency, and Society NN | | | | | | | | | | | | | | | | **Duration:** | | | 6 weeks | | | | | | | |
| **Subject/Course:** | | | **W. Geography** | | | | | | | **Teacher(s): Freshmen Academy** | | | | | | | | | **Grade Level:** | | | 9th Grade | | | | | | | |
| **Other Subject Areas to Be Included:** | | | English I, PWC, Alg I, Freshmen Seminar | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Project Idea**  Summary of the issue, challenge, investigation, scenario, or problem: | | | 3D Sketchup or model to create what a part of society will look like in 20 years i.e. school, post office, restaurant, banks, churches, parks, universities, houses, transportation, sports arenas, etc. Explain the changes and why it will become what you have modeled. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Essential Question** | | | How could improving technology change society for the better or worse? | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Content Standards** to be taught and assessed**:** | | | **Math-** Geometry and Measurement, Mathematical Processes, slope, graphing/graphic design, rate of change, statistics, reviewing all standards  **ELA-** Communication, Writing, Research, Logic, Informational Text, Media and Literature  **Science-** Embedded Inquiry, Technology & Engineering, The thermodynamics and the conservation of energy, Waves and Optics, Electricity and magnetism.  **Social Studies-** Economics, Geography, Governance & Civics, Groups & Interactions, Culture | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | **T** | **A** | **E** |  | | | | | | | | | **T** | | | **A** | | | **E** |
| **Professional (21st Century) Skills** to be taught, assessed and/or encouraged**:** | | | Collaboration | | | | | | | |  |  |  | Other: | | | | | | | | |  | | |  | | |  |
| Communication (Oral Presentation) | | | | | | | |  |  |  |  | | | | | | | | |  | | |  | | |  |
| Critical Thinking/Problem Solving | | | | | | | |  |  |  |  | | | | | | | | |  | | |  | | |  |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Major Products & Performances** | Group: | | | Research and design the new look of the area of society in 20 years and create a research report.  Create a 3D model either electronically or concrete. | | | | | | | | | | | | | | | | **Presentation Audience**   **Presentation Audience:**      Class   School | | | | | | | | | |
|  | Class xx | | | | | | | | |
|  | School | | | | | | | | |
|  | Community | | | | | | | | |
| Individual: | | | Focused reading, tests & quizzes, compare & contrast, brochure, poem, timeline | | | | | | | | | | | | | | | |  | Experts | | | | | | | | |
|  | Web | | | | | | | | |
|  | Other: | | | | | | | | |
| Project Overview page 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Entry Event** to  launch inquiry,  engage students: | | <http://www.teacheroz.com/fire.htm>  original We didn’t start the fire Billy Joel video | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Assessments** | | **Formative Assessments**  (During Project) | | | | I | | Quizzes/Tests | | | | | | | | G | | Practice Presentations | | | | | |  | | |
| I | | Journal/Learning Log | | | | | | | | G | | Notes | | | | | |  | | |
| G | | Preliminary Plans/Outlines/Prototypes | | | | | | | | G | | Checklists | | | | | |  | | |
| G & I | | Rough Drafts | | | | | | | | G | | Concept Maps | | | | | |  | | |
| I | | Online Tests/Exams | | | | | | | |  | | Other: | | | | | |  | | |
| **Summative Assessments**  (End of Project) | | | | G | | Written Product(s), with rubric: Report  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | G | | Other Product(s) or Performance(s), with  rubric: Socratic Seminar | | | | | |  |
| G | | Oral Presentation, with rubric Socratic Seminar | | | | | | | | I | | Peer Evaluation | | | | | |  | | |
|  | | Multiple Choice/Short Answer Test | | | | | | | | I | | Self-Evaluation | | | | | |  | | |
|  | | Essay Test | | | | | | | | G | | Other: Build Model | | | | | |  | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Resources Needed** | | **On-site people, facilities:** | | | | | | | Academy Coach, Vaughn, auditorium, | | | | | | | | | | | | | | | | | | | | |
| **Equipment:** | | | | | | | laptops available for at least 3 weeks, tools and various supplies for models | | | | | | | | | | | | | | | | | | | | |
| **Materials:** | | | | | | | Movies, papier-mâché, paint, color printer | | | | | | | | | | | | | | | | | | | | |
| **Community resources:** | | | | | | | Geographical Professional Groups | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Reflection Methods** | | **(Individual, Group, and/or Whole Class)** | | | x | | Freshman Academy Notebook | | | | | | | |  | | Focus Group | | | | | |  | | | | |  | |
| x | | Whole-Class Discussion | | | | | | | | x | | Fishbowl Discussion | | | | | |  | | | | |  | |
|  | | Survey | | | | | | | | X | | Other: individual assessment | | | | | |  | | | | |  | |